



Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number : WYP2411H-F- LEC0101
Course Name: Children's, Youth, and Family Ministry
Campus: St. George

Instructor Information

Instructor: Rev. Dr. Valerie michaelson Teaching Assistant:
E-mail: valerie.michaelson@queensu.ca E-mail:
Office Hours: by appointment

Course Prerequisites or Requisites

None.

Course Description

In this course, we will look to the bible, to Christian theology, to historical trends and to social science research including child development and family systems theories to cast a robust, biblical, dynamic and evidence-based vision of nurturing children, youth and families in the Christian life.

We will examine a variety ministry models and practices in light of biblical teaching, and focus on 4 core biblical values: 1) children are vulnerable and in need of protection; 2) children are fully human, gifts, and created in the Image of God; 3) children are sinful beings, in need of guidance and instruction; and 4) children reveal God to the adult world. A wide range of literature will be explored, and students will have the opportunity to use their assignments to explore their own interests and ministry goals.

Our strategy will be to cast a wide theological vision, and then to consider practical application in three strands of ministry: children, youth and family. These are not isolated strands of ministry, and will be presented as a seamless whole, with age appropriate and context specific practical applications provided.

Course Methodology

Active and inquiry-based learning is a high priority in this class, and a key component of the instructor's pedagogical strategies. The course methodology will include lectures, group discussions and readings. You will be introduced to a wide range of resources, and learn to use them to respond to real life key questions and issues in your own ministry context. Preparation of your assignments – an annotated bibliography, a

resource development project and a final paper – will also be part of your learning. Come prepared to engage, to be challenged and to grow.

Course Outcomes

| | COURSE OUTCOMES | COURSE ELEMENT | PROGRAM OUTCOMES |
|-----------------------------|---|---|--|
| LEARNING GOALS (1-6) | By the end of this course, students | This outcome will be demonstrated through these course elements: | This course outcome corresponds to these aspects of Wycliffe’s statements of outcomes (MTS, MDiv) |
| | • (1) will be able to articulate a theological/biblical vision of children’s, youth and family ministry relevant to your own denominational and ministry context; | Monday – Friday’s class activities; annotated bibliography assignment; final paper assignment | MTS: 2.1 MDiv: 2.1, 2.3, 2.4 MDivP: 2.1, 2.3, 2.4 |
| | • (2) will be able to demonstrate an awareness of the role of the family in faith formation, current cultural issues related to children, youth and families, and the importance of intergenerational ministry; | Monday, Tuesday, and Friday’s class activities; final paper assignment | MDiv: 2.3, 2.4 MDivP: 2.3, 2.4 |
| | • (3) will be able to use acquired practical tools and skills to construct practical, theologically informed and evidence-based resources to facilitate the faith development of children and teenagers | Tuesday, Wednesday, and Friday’s class activities; final paper assignment | MDiv: 2.3, 2.4 MDivP: 2.3, 2.4 |
| | • (4) will be able to demonstrate an understanding of ways that church leaders can support parents in the home as they nurture their children and youth in a life of faith, including in areas of spiritual development | Monday, Wednesday - Friday’s class activities; final paper assignment | MDiv: 2.3, 2.4 MDivP: 2.3, 2.4 |
| | • (5) will be able evaluate the wide range of theological, biblical and practical resources (including web based resources) that are available in the areas of children, youth and family ministries | Monday, Tuesday, and Friday’s class activities; annotated bibliography assignment; final paper assignment | MTS: 2.2, 2.3 MDiv: 2.1, 2.2 MDivP: 2.1, 2.2 |
| | • (6) will be able to examine critical issues facing families today and design practical strategies to engage with these issues in your own ministry context | Tuesday, Thursday, and Friday’s class activities; resource development assignment; final paper assignment | MTS: 2.1, 2.2 MDiv: 2.1, 2.2, 2.3 MDivP: 2.1, 2.2, 2.3 |

Course Resources

Required Course Texts

Please read **ONE** of these five books. Choose the one that is most relevant to your ministry context. Choose the remainder of your course reading from the bibliography below, to a total of 250 pages. Use this reading to complete your annotated bibliography assignment. Please consider your choices carefully, and choose your reading in keeping with what you need to learn from this course

Option 1: Beckwith, I. *Formational Children's Ministry (emersion: Emergent Village resources for communities of faith): Shaping Children Using Story, Ritual, and Relationship*. Baker Books, 2004.

Option 2: Mark DeVries and E.F. Palmer. *Family-Based Youth Ministry* (Downers Grove, IL: InterVarsity Press, 2004).

Option 3: Yust, Karen Marie. *Real Kids, Real Faith: Practices for Nurturing Children's Spiritual Lives*. San Francisco; Jossey-Bass, 2004.

Option 4: Csinos, D. M. & M. Bray. *Faith forward volume 3: Launching a Revolution through Ministry with Children, Youth and Families*. Kelowna, BC: Woodlake Publisher, 2018.

Option 5: Powell, Kara & Stephen Argue. *Growing With: Guide to Helping Teenagers and Young Adults Thrive in Their Faith, Family, and Future*. Grand Rapids, MI: Baker, 2019.

Course Website(s)

- This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the My Courses module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Quercus should ask the assistant registrar (jhocking@wycliffe.utoronto.ca) for further help.
- **We will also use many web-based resources, during class and for individual research:**
 - Fuller Seminary: Fuller Youth Institute: <https://fulleryouthinstitute.org>
 - Sticky Faith: <http://stickyfaith.org/articles/through-the-zone>
 - Princeton Theological Seminary: Institute for youth ministry: <http://iym.ptsem.edu/resources/engage/>
 - The Search Institute: <http://www.search-institute.org>
 - Faith Formation Learning Exchange: <http://www.faithformationlearningexchange.net/family.html>

Class Schedule

Each day will begin with a morning circle and a chance for students to share quotes. As a courtesy, please be in class promptly at 9am as this morning circle is integral to our learning together. We will also be sure to end promptly at 4pm each day. Please feel free to email me throughout the week with questions or comments about course material. I will set aside time in the evenings to respond.

Monday (May 6th) *Developing a dynamic, multi dimensional theology of children, youth and families*

- Children, youth and families in the Bible and in Christian thought

- Articulating the biblical and theological principles which will guide our thinking throughout the week.
- Intake sheet
- A close look at our Canadian context
- An introduction to family systems theory
- On Monday, we will specifically work with content that will help you fulfill learning outcomes 1, 2, 3, 4 and 5). We will also review this syllabus, and course requirements in detail

Tuesday (May 7th) *Theological principle 1: Young people are gifts from God, sources of joy, fully human and created in the Image of God. They are valuable members of the community who have meaningful contributions to make.*

- Jesus as a child
- Intergenerational ministry
- What does **meaningful participation** look like? How can we achieve it in church contexts?
- Practical tools for planning
- On Tuesday, our learning will help you to meet learning outcomes 1, 2, 3, 4, 5 and 6)

Wednesday (May 8th) *Theological principle 2: Children are developing beings in need of guidance, direction and teaching; they are moral agents, in need of formation*

- Active learning with children
- Inquiry Based Learning
- developmental assets of faith
- Discipline and discipleship
- On Wednesday, our learning together will help us to address learning outcomes 1, 2, 3, 4, 5 and 6.

Thursday (May 9th) *Theological principle 3: Children are vulnerable and merit special protection*

- What are we protecting our children **from?** What are we protecting our children **for?**
- Mental health: the crisis in children in Canada today
- Social media: helping young people use it well
- The state of the Canadian Church (what does the evidence say?)
- Building resilience: what does the church have to offer?
- Spiritual practices
- Some time on Thursday afternoon has been reserved for individual meetings with every student to consult about papers and other class assignments. Please be sure to sign up for a 10 minute slot.

You also are responsible to meet with your children's spirituality group for a minimum of one hour (maximum your choice) to plan your 5 minute presentation for Friday morning. You should be prepared to meet for at least one hour this afternoon, though you may choose to meet for longer.

You also need to give each other each 5 or 10 minutes of peer review on your projects. Ask each other good questions, push each other thinking, share ideas... help each other do great work for children and families in God's Kingdom.

On Thursday, our learning together will help us to meet learning outcomes 1, 2, 3, 4, 5 and 6.

Friday (May 10th) *Theological principle 4: Children reveal God to the adult world*

- spirituality presentations
- Child theologies movement
- "The Seven Steps of Planning" – putting it all together

- What about Ishmael?
 - The TRC, inequities and reconciliation
- The possibility and hope of the church
- Our communal learning on Friday will help us to meet all 6 learning outcomes.

Requirements

During the course, we will have ongoing discussion about themes that arise from lectures, from assigned readings, and from students' questions and experiences. This course will be highly interactive and while it will include substantial theoretical content, the practical implications and developing skills for practical ministry are a high priority.

1. Required Reading and Class Participation: Each student is asked to come to the second class having read at minimum one chapter (of your choice) from any of the required texts. From this reading, please come prepared to share a short, favourite quote that represents something you think is important in children, youth or family ministry. (15% of final grade). 5% of the final grade will be based on attendance and in-class participation, 5% will be based on your spiritual development presentation and 5% will be based on a self-assessment of one's own participation and engagement in class.

2. Annotated Bibliography: (25%) Due Monday, June 12th

Students will submit an annotated bibliography of their course reading. While some readings are required (these will be identified in the first class), you will also have the opportunity to cater your readings to your own ministry context. You must choose your own readings from the bibliography in this syllabus (an updated version will be provided in class). You are responsible for reading 500 pages (primarily of your choice!) Please choose articles intentionally: those that challenge you, those that help you explore new ideas and those that are especially pertinent to your own ministry context. For each article/book you read, please include the citation and one (short) paragraph describing what you took away from the reading that contributes to your own vision of ministry for and with children.

The purpose of this assignment is to give you a chance to explore and think critically about a broad range of literature in the area of children's ministry and children's spirituality. This reading will help you develop your own vision of children's ministry (learning objective 1) and will be applicable to learning objectives 2 through 6. You will particularly demonstrate learning outcome 5.

An example of the annotated bibliography format will be given in class. I anticipate your final bibliography will be about 6 pages in length.

3. Resource development (worth 30% of mark and due Monday, June 26th)

Creating positive experiences for children and families is central to children's ministry and to nurturing children in their spiritual lives. This assignment is very practical, and the end result will be twofold:

1. Some kind of practical resource that can be used in a ministry context
2. A 3 - 4 page rationale, referencing your own theological vision of children's ministry, that explains what you have created/developed and why it is needed.

Examples of this assignment will be given in class. This assignment has a lot of flexibility. In the past, students have developed some marvelous resources: a "lego-story" to be used in their church's VBS; a handbook for churches to welcome children with special needs; an illustrated children's book about a child whose grandmother has dementia; a resource to teach children to pray; liturgies and prayers for dead pets, first day of school and the start of summer holidays and a job description for a youth minister in their church. One student developed a short handbook for children who were experiencing their parents' divorce; another student developed an Easter event for the children in her own church; a resource to teach young people about the Church's role in the Indian Residential Schools and the church's responsibility and role in

reconciliation. More examples will be given in class, and I will work with you to match your resource development to your ministry context.

Depending on what you choose to do, this assignment will potentially demonstrate all 6 course learning outcomes. In particular, you will demonstrate learning outcome 6 through this assignment.

4. Final Paper: (30%) Due Monday, July 31st

Drawing from class discussions, your own ministry context and supplementary readings, choose an issue or question related to children’s ministry in the church to explore. Students will consult with the instructor throughout the week of classes to agree on a topic and/or research question. It is hoped that the question or issue the student chooses to explore will be of practical benefit to his or her own ministry context or to his or her personal interest in nurturing children in the Christian life. Ideally, this paper will have a theological/theoretical component and also consider practical implications. In the past, students have written about a diverse range of topics including: baptism; children with autism; consumerism; spiritual development; prayer; popular culture; involving children in worship; teaching children about money; mental health, children and the church; youth ministry; children and death, family ministry, training leaders and all kinds of other important topics. This course will demonstrate many, if not all, of the course learning objectives. Please choose a topic that you care about, and that you want to consider more deeply in your own life and ministry.

This paper should be in the range of 7-9 pages, double-spaced. It should allow you to address most, if not all, of our learning outcomes.

Summary of assignments and grading:

| | |
|---------------------------|-----|
| Reading and Participation | 15% |
| Resource Development | 30% |
| Annotated Bibliography | 25% |
| Final Paper | 30% |

Grading System

| Letter Grade | Numerical Equivalents | Grade Point | Grasp of Subject Matter |
|--------------|-----------------------|-------------|-------------------------|
| A+ | 90–100% | 4.0 | Profound & Creative |
| A | 85–89% | 4.0 | Outstanding |
| A- | 80–84% | 3.7 | Excellent |
| B+ | 77–79% | 3.3 | Very Good |
| B | 73–76% | 3.0 | Good |
| B- | 70–72% | 2.7 | Satisfactory |
| FZ | 0–69% | 0 | Failure |

Grades without numerical equivalent:

| | |
|-----|--|
| CR | Designates credit; has no numerical equivalent or grade point value |
| NCR | Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation |

| | |
|-----|--|
| SDF | Standing deferred (a temporary extension) |
| INC | Permanent incomplete; has no numerical equivalent or grade point value |
| WDR | Withdrawal without academic penalty |
| AEG | May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value |

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8th edition (Chicago: University of Chicago Press, 2013), which is available at Crux Books.

Course Evaluations. At the end of the course students are expected to complete a course evaluation. The evaluation is done online and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.

Bibliography

Please read ONE of these three books. Choose the one that is most relevant to your ministry context.

Option 1: Beckwith, I. *Formational Children's Ministry (emersion: Emergent Village resources for communities of faith): Shaping Children Using Story, Ritual, and Relationship*. Baker Books, 2004.

Option 2: Mark DeVries and E.F. Palmer. *Family-Based Youth Ministry* (Downers Grove, IL: InterVarsity Press, 2004).

Option 3: Yust, Karen Marie. *Real Kids, Real Faith: Practices for Nurturing Children's Spiritual Lives*. San Francisco; Jossey-Bass, 2004.

Choose the remainder of your course reading from this list, to a total of 500 pages. Use this reading to complete your annotated bibliography assignment. Please consider your choices carefully, and choose your reading in keeping with what you need to learn from this course.

Agrawal, Sandeep Kumar. "Faith-based ethnic residential communities and neighbourliness in Canada." *Planning, Practice & Research* 23:1(2008): 41–56.

Anderson, David W. and Paul Hill. *Frogs Without Legs Can't Hear: Nurturing Discipleship in Home and Congregation*. Minneapolis, MN: Augsburg Fortress, 2003.

Berryman, Jerome. *Children and the Theologians: Clearing the Way for Grace*. New York: Morehouse Publishing, 2009.

Bunge, Marcia J. "The Child, Religion, and the Academy: Developing Robust Theological and Religious Understandings of Children and Childhood." *The Journal of Religion* 86:4(2006), 549-579.

Bunge, Marcia J. "'Our Calling in Education': Working Together to Generate a Strong Social Statement on Public Schools, Lutheran Schools and Colleges, and the Faith Formation of Children and Young People." *Intersections* Vol. 2006, No. 23, Article 4. (13 pages)

Bunge, Marcia J. "Biblical and Theological Perspectives on Children, Parents, and 'Best Practices' for Faith Formation: Resources for Child, Youth, and Family Ministry Today." *Dialog* 47:4 (2008): 348–360.

Csinos, David M. "'Come, Follow Me': Apprenticeship in Jesus' Approach to Education." *Religious Education* 105:1 (2010): 45–62.

Csinos, David M. "Saturated Spirituality: Creating Environments that Nurture All Children." *Lifelong Faith* 4:3 (2010): 3–15.

Csinos, David M. (2007). "The Biblical Theme of Welcoming Children." *McMaster Journal of Theology and Ministry* 8 (2007): 97–117.

Csinos, David M. "Jesus Loves Which Little Children?." In *Exploring and Engaging Spirituality for Today's Children: A Holistic Approach*, edited by La Verne Tolbert (Eugene, OR: Wipf & Stock, 2014): 307–18.

Dean, Kenda Creasy. *Almost Christian: What the Faith of Our Teenagers Is Telling the American Church*. Oxford: Oxford University Press, 2010.

- Dean, Kenda Creasy, Chap Clark, and David Rahn. *Starting Right: Thinking Theologically About Youth Ministry*. Grand Rapids, MI: Zondervan, 2010.
- Dean, Kenda Creasy, ed. *OMG: A Youth Ministry Handbook*. Nashville, TN: Abingdon Press, 2010.
- Dean, Kenda Creasy. (2003). "The New Rhetoric of Youth Ministry." *Journal of Youth and Theology* 2:2 (2003): 8–19.
- Kinkaid, Julie. *Overturing the Tables: Consumerism, Children and The Church*. Toronto: United Church Publishing House, 2008.
- Ley, David. "The Immigrant Church as an Urban Service Hub." *Urban Studies* 45:10 (2008): 2057–2074.
- Mercer, Joyce Ann. *Welcoming Children: A Practical Theology of Childhood*. St Louis, MO: Chalice, 2005.
- Michaelson, Valerie, Peter Robinson, and William Pickett. "Participation in Church or Religious Groups and its Association with Health: A National Study of Young Canadians." *Journal of Religion and Health* 53:5 (2014): 1353–1373.
- Michaelson, Valerie, Tracy J. Trothen, Colleen Davison, Frank J. Elgar, and William Pickett. "Eucharistic Eating, Family Meals and the Health of Adolescent Girls: A Canadian Study." *Practical Theology* 7:2 (2014): 125–43.
- Michaelson Valerie. Good Soil: environments that help children thrive. Free download found at: <https://www.researchgate.net/project/Good-Soil-environments-that-help-children-thrive>
- Michaelson, Valerie, Tracy J. Trothen, Colleen Davison, and William Pickett. (2016) "Bodies and Behaviours: A Study of Body Image in Adolescent Girls and the Canadian Church." *Practical Theology* 9:1 (2016): 1–17. Please ask me if you would like a free version of this manuscript.
- Michaelson, Valerie, Fiona Brooks, Ivo Jirásek, Jo Inchley, Ross Whitehead, Nathan King, Sophie Walsh, Colleen Davison, Joanna Mazur, and William Pickett. "Developmental Patterns of Adolescent Spiritual Health in Six Countries." *Social Science and Medicine: Population Health* 2 (2016): 294–303.
- Michaelson, Valerie, Peter Robinson, William Pickett, and Linda Cameron. "Participation in Church or Religious Groups and its Association with Health: Part 2: A Qualitative, Canadian Study." *Journal of Religion and Health* 54 (2015): 1118–33.
- Miller-McLemore, Bonnie J. (2006). "Children and Religion in the Public Square: "Too Dangerous and Too Safe, Too Difficult and Too Silly?"" *The Journal of Religion* 86:3 (2006): 385–401.
- Moltmann, Jürgen. "Child and Childhood as Metaphors of Hope." *Theology Today* 56:4 (2000): 592–603.
- Nye, Rebecca. *Children's Spirituality: What it is and Why it Matters*. London: Church House Publishing, 2009. (100 pages)
- Powell, Kara, and Brad M. Griffin. *Sticky Faith Service Guide: Moving Students from Mission Trips to Missional Living*. Grand Rapids, MI: Zondervan, 2016.
- Powell, Kara, Brad M. Griffin, and Cheryl A. Crawford. *Sticky Faith, Youth Worker Edition: Practical Ideas to Nurture Long-Term Faith in Teenagers*. Grand Rapids, MI: Zondervan, 2011.
- Powell, Kara, Art Bamford, and Brad M. Griffin. *Right Click: Parenting Your Teenager in a Digital Media World*. Pasadena, CA: Fuller Youth Institute, 2015.

- Powell, Kara E., and Chap Clark. *Sticky Faith: Everyday Ideas to Build Lasting Faith in Your Kids*. Grand Rapids, MI: Zondervan, 2011.
- Ridgely, Susan. "Children and Religion." *Religion Compass* 6:4 (2012): 236–48.
- Roberto, John. "Our Future is Intergenerational." *Christian Education Journal* 9:1 (2012): 105–20.
- *** Turnpin, Kate. *Branded: Adolescents Converting from Consumer Faith*. Cleveland, OH: Pilgrim Press, 2006.
- Yaconelli, Mark. *Contemplative Youth Ministry: Practicing the Presence of Jesus*. Grand Rapids, MI: Zondervan, 2006.
- Yaconelli, Mark. *Growing Souls: Experiments in Contemplative Youth Ministry*. Grand Rapids, MI: Zondervan, 2007.
- Yust, Karen-Marie, Brendan Hyde, and Cathy Ota. "Cyber Spirituality: Facebook, Twitter, and the Adolescent Quest for Connection." *International Journal of Children's Spirituality* 15:4 (2010): 291–3.
- Yust, Karen-Marie. "Toddler Spiritual Formation and the Faith Community." *International Journal of Children's Spirituality* 8:2 (2003): 133–49.
- Yust, Karen-Marie. "Creating an Idyllic World for Children's Spiritual Formation." *International Journal of Children's Spirituality* 11:1 (2006): 177–88.

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|---|-----------|------------|--------|-----------------------------|---|
| Wow! | A+ | 4.0 | 90-100 | <i>Distinguished</i> | Assignment is of sufficient substance and style to be submitted to a refereed journal for publication based on the critical thinking evidenced. |
| Exceeds expectations for this assignment for students at the graduate or undergraduate level. | A | 4.0 | 85-89 | <i>Outstanding</i> | Superior understanding of the subject matter. Evidence of original thinking and an extensive knowledge base. Careful, concise, critical analysis with a clear and well-argued hypothesis based on the material. Shows a capacity to analyze, synthesise, and evaluate material. Shows a grasp of all the scholarly issues involved. Shows evidence of learning being extended beyond the initial learning situation. Clear thesis and conclusion. Well-researched and documented. Stylistically flawless. |
| | A- | 3.7 | 80-84 | <i>Excellent</i> | Superior understanding of the subject matter. A careful analysis with some precision and attention to the details of the material. Shows some critical capacity and analytic ability and some original thinking. Needs a bit of fine-tuning of the details. Clear thesis and conclusion. Good research and documentation. Stylistically flawless. |
| Meets expectations for this assignment for students at the graduate or undergraduate level. | B+ | 3.3 | 77-79 | <i>Accomplished</i> | Solid understanding of the subject matter. Good analysis and some critical reasoning. Reasonable understanding of relevant issues and familiarity with the material. Demonstrates a solid understanding of the relationship or connections among the basic concepts. Needs to be more concise or precise in details and more careful in forming arguments. Stylistically sound. |
| | B | 3.0 | 73-76 | <i>Good</i> | Generally accurate account of the subject matter with acceptable analysis and some critical reasoning. Some interaction with relevant material. Demonstrates some understanding of the relationship or connection among the basic concepts. Needs more precision and attention to details and greater precision in the use of arguments. Some careless stylistic errors. |
| | B- | 2.7 | 70-72 | <i>Satisfactory</i> | Generally acceptable description of the subject matter and an adequate grasp of the critical issues and ideas involved. |

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|---|----------|--|------|-----------------------|--|
| | | | | | Demonstrates rudimentary understanding of the relationship or connection among the basic concepts. Needs more attention to detail and better use of arguments. Some careless stylistic errors. |
| Below expectations for this assignment for students at the graduate or undergraduate level. | F | | 0-69 | <i>Failure</i> | Unacceptable work. |

This rubric will be used for assessment of the major paper
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